

Combining Phonemic Awareness and Phonics through Picture and Words Sorts

Introduction

The most logical way for students to learn to spell is to focus on the individual sounds in words (phonemic awareness), and then translate those sounds into written letters (phonics). Phonemic awareness is most directly related to literacy (Troia, 2004). Students must master phonemic awareness before they can master phonics, and later spelling. "...Alphabetic writing was invented to represent speech; speech was not learned from reading. Following the logic of history, we should teach awareness of the sound system (phonology) and anchor letters to it" (Moats, 1998, p. 3-4). Once students have mastered the sounds of a word, they can then relate them to letters. For this research project, I focused on two students who are struggling to translate speech sounds into letters. I used data collected from a spelling pre-assessment from April and compared it to three weeks' worth of student work and post-assessments based on three sets of consonant blends (*sk-*, *sn-*, *sp-*, *st-* / *cl-*, *fl-*, *cr-*, *fr-* / *d-*, *j-*, *dr-*). These weekly units were based on *Word Journeys* by Kathy Ganske and *Words Their Way* by Donald Bear. The lessons combined the scaffolding strategies of modeling, guided practice, and independent practice. These strategies are clearly presented in my lesson plans. I also implemented a number of hands-on activities using manipulatives to keep students focused and engaged (Standards I, III, V, VI).

Description of Focus Students

"Sarah" is a Caucasian, seven-year-old second grader, and it is her first year at our school. She attended another school in the same district before this year, so she is familiar with some of the programs we use. Sarah is sometimes inconsistent between her performance level on class assignments compared to assessment performance level. I believe this has a lot to do

with the high number of absences she had in first grade and this year. She is a very intelligent girl who is just on the brink of reaching benchmark level across subjects. Sarah is a responsible, motivated student who always completes her schoolwork and homework. I am not sure how much parental help she receives because her mother does check and sign her homework, but she did not attend Curriculum Night or Parent-Teacher Conferences. Sarah is a kind-hearted girl who seems to have made friends easily since arriving at our school. I chose her because I really want to focus on her progression from a lower-middle performance level student to that of grade-level or higher, especially in spelling, where I believe she can transition from a letter-name speller to a within-word-pattern speller (Standard II).

“Robbie” is also a seven-year old second grader. He has been at our school since kindergarten, as have his older siblings, so the family is very familiar with the school and its programs. His family speaks English and Arabic, but Robbie’s primary language is English. Robbie has much potential, but has a lot of behavior problems. He gets distracted easily and is very hyperactive. He shows many symptoms of ADHD, but is not diagnosed. His mother is very involved with him, but her disciplining techniques are rather mild and do not appear to be effective; she often babies him in front of other students and teachers, so I assume this happens at home as well. He does not like to be told what to do and often shuts down or talks disrespectfully to teachers if he thinks someone is criticizing him. His behavior affects his work and ability to stay on task, but when continually prompted in a positive manner, he often produces decent work and performs well across subjects. His weakest point is spelling. With some extra review on letter-name spelling, Robbie has the potential to perform at benchmark and soon become a within-word-pattern speller (Standard II).

Description of Student Learning Goals and Word Study Lessons

Traditional spelling lessons often focus on a set of orthographically unrelated words that may coincide with a content area unit and usually require rote memorization. Conversely, the essence of word study is understanding origins of words, the sound patterns related to those origins, and the letter patterns that stem from the sound patterns. Therefore, a unit of word study should include orthographically related words (Moats, 1998). For example, if students were studying words ending with the /v/ phoneme, they may notice that words such as give, gave, love, live, cave, etc., all end with the same sound. Once students related that sound to the letter *v*, the teacher should write out examples and encourage them to notice a pattern about what letters are at the end of those words. Students should recognize that all of the words end in *-ve*. No words in the English language end with a *v*, which is why we add the letter *e* to the end of those words (Moats, 1998, p. 5). These are the kinds of letter-sound relationships students should be taught to recognize once they have mastered the sounds that make up words. Explicitly teaching students about the various language patterns by basing them on sounds, rather than on letters alone will also help students decode unfamiliar words in their reading (Gaskins, 1996/1997).

Keeping all of the above in mind when planning my lessons, the main goals for my focus students were to use the phonemic awareness-phonics relationship to hear sound patterns in words and relate them to letters (specifically for initial consonant blends), and to use this knowledge to read and write words with these blends in them. I taught these word study lessons to a group of six students, including my two focus students. This group had a difficult time with spelling. Although they were almost through second grade, students in this group still had

trouble with beginning consonant blends. In order to correctly spell these consonant blends, students must recognize sound and then letter patterns that make up words.

Looking at my students' reading and spelling pre-assessments assisted my lesson planning. Sarah scored about in the middle of the class for her Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment, which determined her reading level. I gave the spelling/word study pre-assessment to the whole class. It is from Gasnke's *Word Journeys*, and it tests multiple spelling skills (Standard VI). It is given after each report card marking to gauge students' progress throughout the year. The most recent one was given in April. Sarah scored well on the letter-name part of this test, but she still had trouble with some of the consonant blends, as she only scored 53% on that particular part (Artifact 1). However, she is an attentive and motivated student whom I believe can quickly review letter-name spelling and move on to within-word-pattern spelling, especially since we have started word study lessons that really focus on relating phonemic awareness and phonics (Standard III). Robbie's DIBELS reading and word study pre-assessments placed him at the lower-middle of the class. He is still a letter-name speller. At this point in the year, he is almost at benchmark level for reading, but he has trouble translating this skill into writing and spelling. He also has some trouble pronouncing words correctly, which, I believe, hinders his spelling skills (Standard III). Robbie scored 80% on the consonant blends part of the pre-assessment (Artifact 2). Comparing this to some of his other writing though, I determined that his spelling skills were very inconsistent, so I placed him in the lower group. Based on these assessments and some of their recent work, I decided that this lower group of students still needed more practice with consonant blends before they could move on to more challenging spelling patterns.

I began each spelling unit for the week by asking students to match pictures with their corresponding beginning blend sounds, and we placed them into categories based on those sounds (see Monday and Tuesday lessons); this allowed students to use their knowledge of speech sounds first. On Mondays, we did examples of these out loud. I handed every student at least one picture card to place in a sound category. Our small group was very supportive of each other, and each student received a “thumbs-up” or a “silent cheer” from everyone once he/she placed the card in the correct category (Standard IV). On Tuesdays, students worked on their own picture-sound chart in their word study notebooks, using the same blends from Monday (Artifacts 3 and 4). On Wednesdays, we matched sounds to letters in order to practice reading and spelling the words (see Wednesday lesson). Students made new charts in their notebooks, using the same consonant blend categories, this time with *words* in each category, instead of pictures (Artifacts 5 and 6). They also had an opportunity to work cooperatively when they finished sorting and writing, as partners read their newly-sorted words to each other (Standard IV). Furthermore, students then walked around the room, adding words to their charts that they found amongst environmental print. This allowed them to move around, and it broke up the routine of doing several sorts in a row (Standard VI). On Thursdays, students went back to their picture sorts and wrote the corresponding word near each picture without peeking at their Wednesday word sort. When finished, they played the “Circle Dot” game with a partner (Standards IV, VI; see Thursday lesson). Lastly, on Fridays, students took the weekly post-assessment. I dictated the words to them and later checked their tests (see Friday lesson; Artifacts 7 and 8).

After the various activities throughout the week, students were much more familiar with each particular set of consonant blends. During the weekly assessments, they wrote out entire

words, but I only assessed the beginning consonant blends for this project because that was the skill I wanted these six students to master. The second grade spelling program, which correlates with the Michigan Grade Level Content Expectations (GLCEs), teaches beginning consonant blends at the beginning of the year. However, I saw that there was a need for some remedial teaching for these students. I readjusted the spelling lessons for them because they were still having trouble with consonant blends when assessed in April (Standard II). Once students work through this process and can master simpler spelling patterns, they can move on to more complicated ones, which will help them with their overall writing process. The lessons I taught to these six students were adaptations from what the rest of the class did. These lessons were at a beginning-middle second grade level. The rest of the class did a similar format of spelling lessons, but with different words—words that focused on more challenging spelling patterns. I taught each group separately, while the other group worked on an independent activity. To evaluate the improvement of my focus students' spelling skills, I compared the percentage of correct consonant blends on the pre-assessment from April to the percentages of each of the three post-assessments for each student.

Analysis of Teaching Methods and Assessments

Sarah and Robbie both successfully completed their assignments throughout the weekly word study lessons. They each correctly made a picture sort and a word sort three weeks in a row. Each week, Sarah spelled all of her words correctly when writing them near the corresponding pictures. Robbie wrote the correct consonant blends for each of the words, but he had more trouble with the vowels during that assignment. Each week, he had to correct either three or four words because of vowel mistakes. Even though I only assessed students'

knowledge of beginning consonant blends, I still wanted them to be familiar with each entire word.

Due to a combination of several elements of the lessons, Sarah and Robbie were able to demonstrate their knowledge of consonant blends during each lesson. First, I used the scaffolding teaching method each day—modeling, guided practice, and independent practice. Not only does this allow students to demonstrate their knowledge independently after several examples and cooperative efforts, but it establishes a routine for the lessons. I always started with modeling through think-alouds and examples, and then gradually led students to work on their own (Standard I).

Second, I used a combination of visual, oral, and kinesthetic activities to cater to individual learning styles. Robbie needed the hands-on and movement types of activities to help him stay engaged. Sarah was always an excellent, attentive listener in all subjects; emphasizing the sounds we heard in each word helped her connect the sounds to the letters. Using picture and word cards as visual aids also helped both students make a connection between sounds and letters, as their picture and word sorts show (Standard III).

Lastly, I gave students opportunities to work cooperatively with a partner (see Wednesday and Thursday lessons). Students shared their thoughts with each other and assisted each other when they made mistakes. Research shows that elementary-aged students prefer working in groups rather than individually (Klinger and Vaughn, 1999, p. 32). “One should not underestimate the capacity of young children...to work productively, constructively, and supportively with each other to enhance their own learning” (Fuchs and Fuchs, 2005, p. 39). Knowing this from both research and experience, I wanted to give these students opportunities to work together and take advantage of each others’ thinking. Additionally, although a routine is

important to establish, breaking up the routine of teacher-directed instruction helped keep my students more engaged and allowed them to actively participate with each other (Standard II, III, IV).

As stated before, both Sarah and Robbie (along with the rest of the group) had successfully completed their daily assignments. Because of this, I decided to try something slightly different during the third and last week of word study lessons related to this project. Normally on Thursdays, students wrote the spelling words near the corresponding picture from their picture sort. During the third week, students practiced words beginning with *d-*, *j-*, and the affricate *dr-*. Instead of the regular Thursday activity, I asked them to sort their words by the middle vowel sounds instead of by the beginning consonants. As we said each of the words, I emphasized and identified the middle vowel sound. Together we decided to write each of the vowels as a category on the board and in their notebooks in order to relate the sound to the letter. We wrote a few of the words in the correct vowel columns as examples, based on the sounds we heard. The students looked at their word sorts from Wednesday and wrote the rest of the words in their new vowel categories. They still worked with the same words from earlier in the week, so that they got to practice writing those words before the assessment; they would have normally done this on Thursday, anyway. However, I wanted to see if this group was ready to move past beginning consonants and work at the next level of spelling, which focuses on sounds within words. Sarah completed this task independently and successfully; after a little extra behavior support from me, Robbie completed the assignment correctly as well.

Combining the analyses of my teaching methods and student work and assessments allows me to determine whether or not my focus students achieved the instructional goals I set for them. Sarah scored 53% for consonant blends on the word study pre-assessment, but has

greatly improved since then. She scored 100% on the consonant blends on each of the three post-assessments. She also wrote many of the vowels correctly, and is thus an emerging within-word-pattern speller. Sarah has just begun reading at grade level. I believe her reading skills have improved partly because of the extensive work we did relating sounds to letters during word study (Standard II). “Good readers read familiar words accurately and rapidly. They remember spelling patterns shared by known words and use this knowledge in decoding unknown words” (Gaskins, 1996/1997, p. 312). Sarah has become a better reader throughout the last few months, and she has learned to connect her reading and spelling skills. Encountering more words in various texts will help improve her spelling skills even more, just as practicing and recognizing more spelling patterns will improve her decoding skills. She likes to read, and she is self-motivated when it comes to learning in all subjects. Sarah is a student who needs the extra little push to get up to benchmark level, and she is well on her way. She is a great listener and has shown that her attentiveness and listening skills have contributed to her improved assessment scores and her achievement of the instructional goals. Her great improvement in test scores, in addition to her successfully completed word sort based on middle vowels, tells me that she is ready to move on to more challenging spelling patterns.

Robbie has made strides toward becoming a within-word-pattern speller, but he is still in the letter-name stage. His pre-assessment score on consonant blends was 80%, but his post-assessment scores were 71%, 36%, and 100%, earning a combined average of 69%. Although his score went down, it is difficult to gauge Robbie’s gained knowledge because of his issues with focus. I truly believe he has much potential, as he was able to focus and spell the consonant blends correctly on the third post-assessment when he worked alone with me. I was disappointed in his second post-assessment because he spelled all of the words beginning with *c-* with a *k-*

instead. I was sure he knew that those words began with *c-* because he completed all of his weekly work correctly, and I had seen him write some of those words correctly in other writing assignments. I believe these mistakes were due more to a lack of focus rather than a lack of knowledge. Another reason I believe Robbie made strides was that his other mistakes were consistent with each other. He spelled all words with the *sk-* blend in them as *sck-*. He previously spelled the *dr-* affricate with a /j/ sound, spelling “drum” as “gerum.” Even though he made all of these common mistakes, he spelled them the same every time, whereas before, it was hard to find any kind of pattern in his spelling. This is progress because he hears the same sounds every time. The major thing to work on with Robbie is focusing and listening so that he can learn from these mistakes and see the correct way to spell the words we study each week. Robbie has just recently begun reading at grade level in his reading group. His fluency is slower, but his decoding skills are good. As with Sarah, I believe Robbie’s decoding skills have improved partly because of the extensive work we did relating sounds to letters during word study (Standard II). This tells me that he has related some of what he has learned to lessons outside of spelling, and hopefully, he will continue doing so in the future. Robbie also needs to be motivated to read sometimes, as he will make excuses for why he “can’t” read or doesn’t want to. If he can be motivated to read more, possibly through positive reinforcement and rewards, this may improve his spelling skills as well, since his exposure to print will increase.

Incorporating active or kinesthetic parts to the lessons helped Robbie stay a little more engaged. However, even though he finished his work for each lesson, it took him much longer because he would often get off-task or distracted. I worked with him individually on the last post-assessment (*d-*, *j-*, *dr-*), because he was having a particularly difficult day, behaviorally. I wanted to see if all of my attention on him would encourage him to focus and help him perform

better. It helped for one assessment (Standard V), but his overall performance on beginning consonant blends did not improve because of his lack of attention during lessons. Since Robbie's post-assessment score was lower than his pre-assessment score, he did not achieve the instructional goals for these lessons. Nevertheless, based on the consistency of his mistakes and his vowel sort, I believe Robbie can work with more challenging spelling patterns, but he will still need additional reinforcement on consonant blends as well.

Reflection on Lessons Taught and Knowledge Gained

One part of reflective teaching is understanding why a lesson was successful. This understanding is usually based on analysis of teaching methods and assessment scores, which I described in the previous sections. Another part of reflective teaching is recognizing if any of the lesson was unsuccessful and why, or if there were things that should be changed or re-taught to better fit students' needs. There are three things I would change in teaching these lessons. First, I would have Robbie retake the *cl-*, *cr-*, *fl-*, *fr-* assessment because he spelled all of the *c-* words with *k*'s. I wish I had thought to have him retake the assessment before, just as I did for the *d-*, *j-*, and *dr-* assessment, when he worked one-on-one with me. I would also like to work with him on recalling the *sk-* blend and writing some of those words again. Knowing that he shows severe ADHD symptoms, I think some extra positive behavior reinforcement could keep him more on track, thus helping him retain a greater amount of new knowledge.

The *sk-* blend leads to my second change. Based on my reading of the Moats (1998) article, I should have anticipated student misconceptions such as this one (p. 7). Robbie had obviously seen the *-ck* spelling pattern in other texts. During one of the lessons, I should have made more explicit that all of the /s//k/ words for that week were spelled with *sk-* at the beginning. I should have brought up the fact that *-ck* only comes at the end of a syllable, or as

part of the rime. Whenever we hear the /k/ phoneme at the beginning of a syllable, or as part of the onset, it can only be spelled with *c* or *k*, but not both.

The third thing I would change is the manner in which assessments get corrected. Instead of checking everyone's weekly assessments myself, I would have the students check them aloud together. If they had corrections, they would write them as we checked them. Previously, I corrected and returned the assessments, only for students to put them in their folders, take them home, and never look at them again. Having the students correct their tests would allow them to see their mistakes right away, and the correct spellings would be reinforced.

Besides changing specific aspects of my lessons, I reflected further on the literacy learning needs of my focus students. Since Sarah progressed so quickly during these lessons and has been showing constant progress in literacy throughout the time I have been in the classroom with her, I believe my instruction is developmentally appropriate for her. On the other hand, Robbie's needs are much different from Sarah's. Since his lack of focus is his main hindrance, continuing with active/kinesthetic elements in the lessons may help him stay engaged. Although working with him on an individual basis improved his assessment score one time, it is impossible for me or any other teacher to constantly give him one-on-one attention. Therefore, monitoring him more closely than the other students is necessary; giving him constant reminders about paying attention and continuously involving him in the lesson may help him learn more during each session and retain that knowledge for future lessons and assessments.

Another part of effective teaching is reflecting upon the integration of highly researched, best-practice methods into lesson plans. I based the lessons for this project on a combination of spelling activities I had already been doing and the knowledge I gained from course readings. While researching useful techniques and teaching strategies for spelling and word study, the

most important observation I made was that children will most successfully learn to spell if they first understand that words are made up of individual sounds that must be identified before written letters are introduced into the spelling process. Written language was developed to follow speech patterns, so students should base phonics skills on their phonemic awareness. The articles referenced earlier in this paper all emphasized this point. Additionally, phonemic awareness must be explicitly taught so that students can learn to break down words into sound segments, or phonemes and morphemes. Therefore, I changed the spelling lessons I had been doing so that we focused even more on phonemic awareness at the beginning of each week. Previously, I had only spent one day on picture sorts. However, after reading about spelling instruction, I added the extra day of picture sort activities so that students had more exposure to the sounds that made up words before I introduced any of the letters (Standard VI).

In conclusion, I plan to continue using these methods and a similar lesson format when teaching spelling. Stressing phonemic awareness first helped each student complete their picture and word sorts successfully. Students were usually very engaged during these lessons since they were actively participating throughout each one. I believe this engagement, in combination with best-practice methods, contributed to students' improved spelling and decoding skills. Word study is a fundamental and integral part of reading and spelling. For spelling, if students learn to recognize patterns of language in orthographically related words, they will be more successful in remembering how to read and spell them.

Lesson Plans

Lesson: Combining Phonemic Awareness and Phonics through Picture and Word Sorts

Subject: Literacy (Spelling)

Grade Level: Second

Date: 5/23/11 and 6/10/11

Duration: 20-30 min. each

Lesson Objectives:

-Students will be able to (SWBAT) use the phonemic awareness-phonics relationship to hear sound patterns in words and relate them to letters, specifically for the sk-, sn-, sp-, st- blends (or cl-, fl-, cr-, fr-/d-, j-, dr-; see post-assessments).

-SWBAT read and write words with these blends in them.

GLCE's:

R.WS.02.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.

R.WS.02.02 recognize that words are composed of sounds blended together and carry meaning.

R.WS.02.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.

R.WS.02.04 use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: letter-sound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs *wh, ph*, irregular vowels *ei, ie, ea, ue*.

W.SP.02.01 in the context of writing, correctly spell frequently encountered words (e.g., two-syllable words including common prefixes and suffixes); for less frequently encountered words use structural cues (e.g., letter/sound, rimes) and environmental sources (e.g., word walls, word lists).

Background: I teach the following spelling lessons to a group of six students. This group has difficulty with spelling. Although they are almost in third grade, students in this group are still having trouble with beginning consonant blends. Throughout the week, students work with picture/sound sorting and word sorting so that they are very familiar with the beginning blends by the end of the week. During the assessments, students write out entire words, but I will only assess the beginning consonant blends for this project. To evaluate the results, I will compare the percentage of correct consonant blends on the pre-assessment (from September) to that of the post-assessments for each student.

Rationale: Phonemic awareness is most directly related to literacy (Troia, 2008). Students must master phonemic awareness before they can master phonics, and later spelling. Since "Alphabetic writing was invented to represent speech...we should teach awareness of the sound system (phonology) and anchor letters to it," not the other way around (Moats, 1998). I begin

each spelling unit for the week by asking students to match pictures with the corresponding blend sounds (see Monday and Tuesday lessons); this allows students to use their knowledge of speech sounds first. Later in the week students focus on matching those sounds to letters in order to practice reading and spelling them. Once students work through this process and can master simpler spelling patterns, they can move on to more complicated ones, which will help them with their overall writing process.

Materials:

Teacher—sk-, sn-, sp-, st- picture cards, tape (Mon.); assessment for each student (Fri.)

Students—word study notebooks (Tues., Wed., Thurs.)

sk-, sn-, sp-, st- picture sort sheet (Tues.)

sk-, sn-, sp-, st- word sort sheet (Wed.)

scissors/glue (Tues., Wed.)

Resources: *Word Journeys* by Kathy Ganske; *Words Their Way* by Donald Bear

Monday: Engage students and introduce concept by playing a game...say the “mystery words”—skunk, skip, Skittles—what do they have in common? They should say that they all have the /s//k/ sound at the beginning. Do the same for the other blends. Put a picture card from each category on the board to start four columns and introduce new consonant blends by asking students to say each blend with me. Students are only focusing on the sounds of the words today, not the letters, which is why none of the words or letters are written on the picture cards or on the board. [*Model* an example with one of the picture cards by thinking aloud and saying, “This picture is a *stamp*. It starts with /s//t/. So I’m going to put it in the same column as *step*.”] [Call students up one at a time, emphasizing that quiet, listening students will go first; hand them a picture card and a piece of tape. Ask them to say what their picture is and place it under the correct category. Have everyone say the picture together, emphasizing the beginning blend. Repeat the process until all cards are used.]-*Guided practice*. When everyone is finished, take individual suggestions of words we could add to each category.

Tuesday: Review—ask students if they remember the new blend sounds and do a few examples together. Ask students to get their glue and scissors out while I pass out the picture sort sheets. Tell them that they will sort the pictures just like we did yesterday, but now they will glue their own set into their notebooks. [Students cut out the pictures (which are the same as the ones they put on the board yesterday) and sort them into four categories on their desks. Then they glue them into four columns, as we did on the board yesterday.] This is the *independent practice* part connected to yesterday’s lesson. Make sure students put away all other materials and recycle scraps.

Wednesday: Review again by having students say the blends, and this time also ask if they can tell me what letters go with each blend. *Model* first by thinking aloud and saying, “When I hear the /s//k/ sound, I wonder if the letters are *sc* or *sk*. Some of our pictures yesterday were *skin*, *skunk*, and *skip*. Does anyone remember ever seeing those words anywhere? Do you remember if they start with *sc* or *sk*?” Students may be able to recall this from previous exposure to texts/environmental print. [Write *sk* on the board and ask students about /s//n/, /s//p/, and /s//t/, writing the blends on the board in each column as they say them. Students write these categories

on a new page in their word study notebooks.]—*Guided practice*. Ask students to get out their scissors as I pass out the word sort sheets. [Students cut out the words and sort them on their desks. Once they have them sorted, they write them in their notebooks under the proper column. Then they may pick a partner (who is also finished) to read the words to.]—*Independent practice*. If they have extra time, they may glue the cut-out words on the other side of the page in the correct categories, or they may walk around and find words in the room to write down in the correct columns of their notebooks. Make sure students put away all materials and recycle scraps before they do this.

Thursday: Students go back to their picture sort from Tuesday. They write the word that corresponds to each picture under or next to that picture. [*Model* this first by putting a picture card from Monday on the board and thinking through how to spell the word as I write it.] [Then have students do that same one and one more together in their notebooks.]—*Guided practice*. Emphasize that there is no peeking at the word sort from Wed. [Monitor this carefully. Once they finish, then they can look at the words to make sure they spelled them correctly; if not, they must fix it.]—*Independent practice*. If they finish early, they may find a partner and quiz each other on the words, playing the “Circle Dot” game:

1. Your partner says a word from the spelling list
 2. You write the word
 3. Your partner spells the word one letter at a time
 4. As your partner spells, you draw a dot under each correct letter and a circle under each incorrect or omitted letter on your paper
 5. Study the parts of the word with circles
 6. Write the word again and check again
- (TE 846 PowerPoint, “Spelling Instruction,” slide 9)

Friday: Students take a weekly formal assessment for the set of words (see artifacts). Pass out assessment sheets to everyone. I say the individual words aloud, making sure to announce very clearly. I also dictate a simple sentence that includes some of the weekly words.—*Independent practice*. Collect assessments and transition to next activity.

Adaptations/Extensions: The lessons I teach to these six students are adaptations from what the rest of the class does. These lessons are at a beginning-middle second grade level. The rest of the class does a similar format of spelling lessons, but with different words—words that focus on more challenging spelling patterns. I teach each group separately while the other group works on an independent activity. The activities themselves are also great accommodations for one of my focus students with severe ADHD symptoms, as they are very hands-on and use manipulatives almost everyday.

Assessment: Students take a weekly formal assessment for each set of words (see artifacts). I say the individual words aloud, making sure to announce very clearly. I also dictate a simple sentence that includes some of the weekly words. For my focus students, since spelling is more challenging for them, I am only assessing them on getting the beginning consonant blends correct. (For my higher students, I will expect them to spell the entire words correctly). Other assessments throughout the week are informal. I will look at students’ word study notebooks as they work to make sure they are doing the word sorts properly and provide guidance as needed.

References

- Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2007). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (4th ed.). Upper Saddle River, NJ: Prentice Hall.
- Fuchs, D., & Fuchs, L. S. (2005). Peer assisted learning strategies: Promoting word recognition, fluency, and reading comprehension in young children. *Journal of Special Education, 39*, 34-44.
- Ganske, K. (2000). *Word journeys: Assessment-guided phonics, spelling, and vocabulary instruction*. New York, NY: The Guilford Press.
- Gaskins, I. W., Ehri, L. C., Cress, C., O'Hara, C., & Donnelly, K. (1996/1997). Procedures for word learning: Making discoveries about words. *The Reading Teacher, 50*, 312-327.
- Klinger, J. K., & Vaughn, S. (1999). Students' perceptions of instruction in inclusion classrooms: Implications for students with learning disabilities. *Exceptional Children, 66*, 23-37.
- Moats, L. C. (1998). Teaching decoding. *American Educator, 22*, 1-9.
- Spelling Instruction PowerPoint. TE 846, slide 9.
- Troia, G. A. (2004). Phonological awareness acquisition and intervention. *Current Practice Alerts, 9*, 1-4.

Artifacts

Note: I used three weeks' worth of students' work and assessments (data) to compare to their pre-assessments. However, I am only posting one week's worth of work because the assignments are the same each week; the only difference is the words we study. I will post all three weeks' worth of assessments in order to view progress made.

Artifacts 1 and 2: Pre-assessments (2 pages each)

Sarah

1.	Jet	16.	grxB
2.	Ship	17.	chop
3.	Bet	18.	FAST
4.	got	19.	DISH
5.	CAP	20.	WENT
6.	drum	21.	win
7.	bump	22.	FED
8.	Much	23.	Chop trip
9.	With	24.	RUB
10.	map	25.	Fit
11.	hop		
12.	plan		
13.	that		
14.	SLID		
15.	mup		

In red: Grading beginning consonant blends only for this project.

$\frac{+8}{15}$ 53%

From Word Journeys by Kathy Ganske. Copyright 2000 by The Guilford Press. See copyright page for photocopying limitations.

01.	Pach patch	06.	koIT quit
02.	cowch couch	07.	GRAP grape
03.	STEP steep	08.	YON yawn
+2	4. CUTE	09.	JDIV drive
05.	GOJ bridge	20.	COST coast
06.	GLAE glare	21.	HRT hurt
07.	SRAP scrap	22.	POET point
08.	MIT might	23.	RIAP ripe
09.	GIRL girl	24.	FEN fear
010.	FRON frown	25.	PAIZ paint
011.	SOME smoke		
012.	FLOK flock		
013.	STUD stood		
014.	LEST least		
+2	15. SHOR		

From Word Journeys by Kathy Ganske. Copyright 2000 by The Guilford Press. See copyright page for photocopying limitations.

Robbie

2.1. Jet	2.16. Grab
2.2. Ship	2.17. Chop
2.3. Bet	2.18. Fast
2.4. Got	2.19. Dish
2.5. Keep cap	2.20. Went
2.6. <u>Seh</u> m drum	2.21. Win
2.7. Bump	2.22. Fed
2.8. Much	2.23. Trip
2.9. Wit' with	2.24. erub rub
2.10. Map	2.25. Fit
2.11. Map	
2.12. Plan	
2.13. Thout	
2.14. Sid	
2.15. Mud	

In red: Grading beginning consonant blends only for this project.

$\frac{+12}{15}$ 80%

From Word Journeys by Kathy Ganske. Copyright 2000 by The Guilford Press. See copyright page for photocopying limitations.

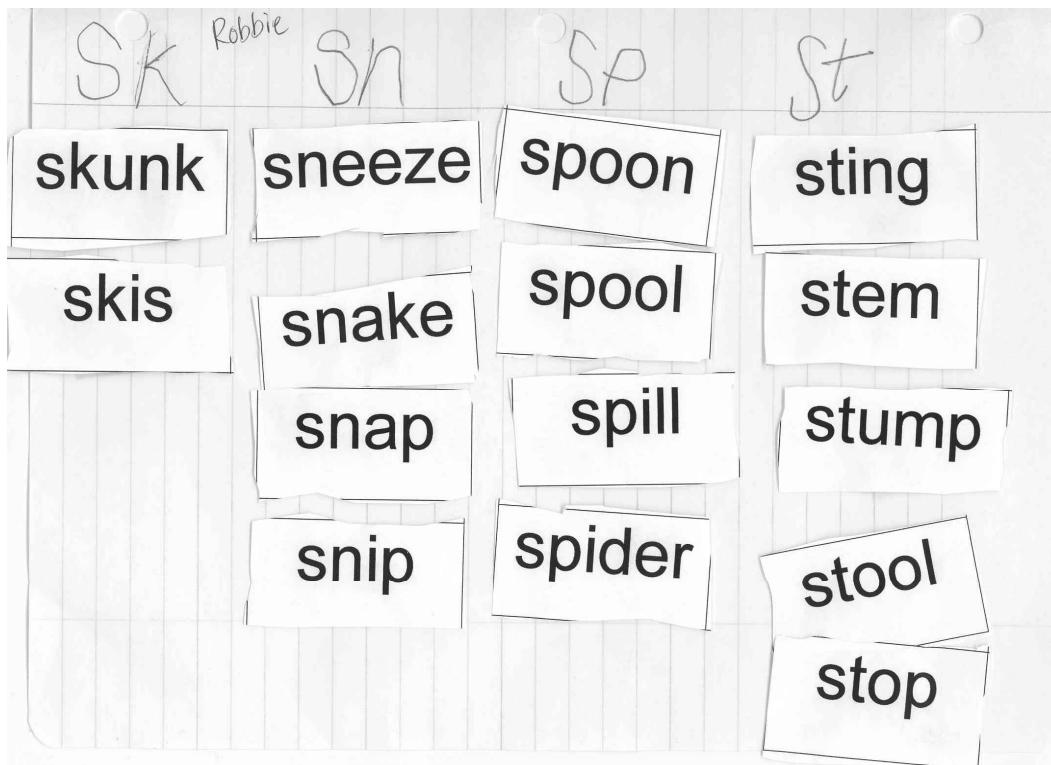
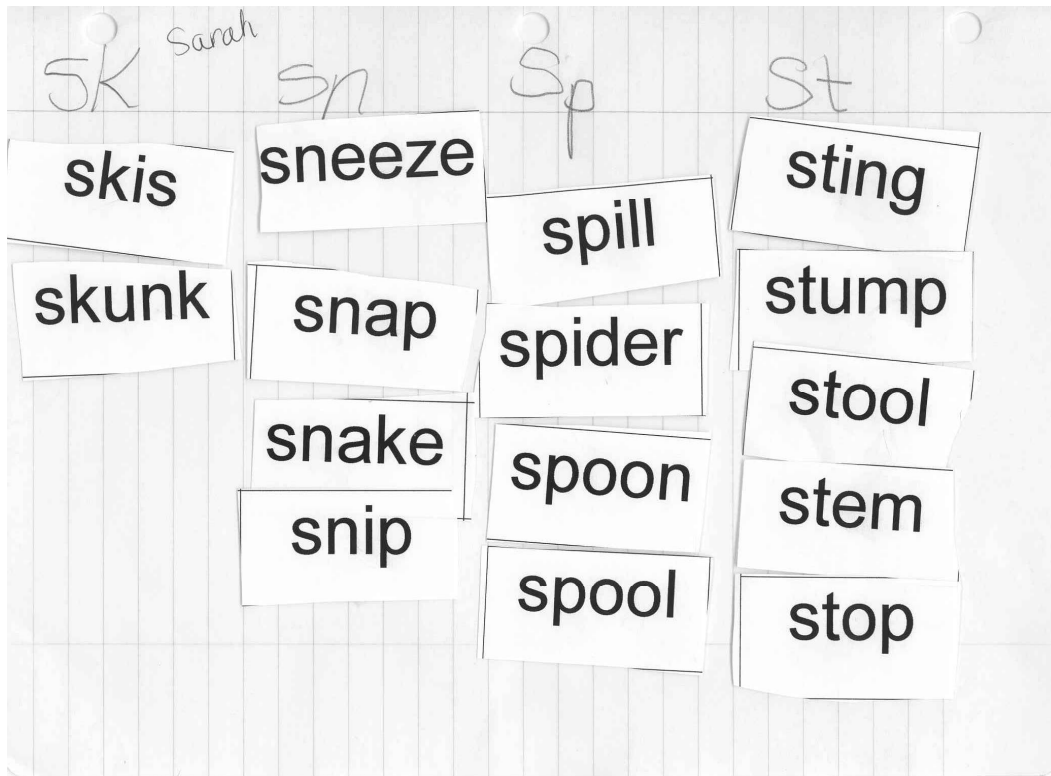
patch	01. Patch	016. Cwt	quit
couch	02. Couch	017. <u>Gr</u> ap	grape
steep	03. <u>St</u> p	018. Yon	yawn
cute	04. Cyoat	019. <u>Gr</u> iv	drive
bridge	05. <u>Br</u> ig	020. Cowst	coast
glare	06. <u>Gl</u> ar	021. bert	hurt
	2.7. <u>Scr</u> ap	022. Punt	point
might	08. <u>M</u> it	023. Rip	ripe
	2.9. <u>G</u> in	024. Fer	fear
	2.10. <u>F</u> rown	025. <u>PA</u> nt	paint
smoke	011. <u>SM</u> oke		
flock	1.12. <u>F</u> ock		
stood	013. <u>ST</u> OD		
least	014. <u>TE</u> st		
	2.15. <u>SH</u> ort		

From Word Journeys by Kathy Ganske. Copyright 2000 by The Guilford Press. See copyright page for photocopying limitations.

Artifacts 3 and 4: Picture sorts



Artifacts 5 and 6: Word sorts



Artifacts 7 and 8: Post-assessments (3 each)

Sarah

WORD STUDY ASSESSMENT

+14
14

1. Spider 2. Stump
3. Skies 4. Stad
5. Spool 6. Sneeze
7. Snap 8. Skim
9. Snake 10. Spin
11. Skunk 12. Skip

SENTENCES

1. I am snug and whim
From The snow

Sarah

WORD STUDY ASSESSMENT

+14
14

1. Clip 2. Flag
3. clouds 4. Frog
5. Crab 6. Flute flute
7. Crat crack 8. Flip
9. Cribo 10. Frame
11. cray crayon 12. Flash light

SENTENCES

1. We like to climb
trees to pick flowers.

WORD STUDY ASSESSMENT

Sarah

+5
5

- | | |
|----------------------|-----------------|
| 1. <u>dad</u> | 2. <u>drop</u> |
| 3. <u>just</u> | 4. <u>drag</u> |
| 5. <u>drak</u> drank | 6. <u>jam</u> |
| 7. <u>drip</u> | 8. <u>den</u> |
| 9. <u>juk</u> junk | 10. <u>drum</u> |
| 11. <u>job</u> | 12. <u>desk</u> |

SENTENCES

1. I want to jog with my
Dog.

WORD STUDY ASSESSMENT

Robbie

+10
14

- | | |
|------------------------|----------------------|
| 1. <u>Spiber</u> | 2. <u>stamp</u> |
| 3. <u>Skas</u> skis | 4. <u>stod</u> |
| 5. <u>SPOOL</u> | 6. <u>shes</u> |
| 7. <u>shep</u> | 8. <u>skin</u> skim |
| 9. <u>shonke</u> | 10. <u>spin</u> spin |
| 11. <u>Skunk</u> skunk | 12. <u>Spip</u> |

SENTENCES

1. Irish shug and wopin
from the snow

Robbie

WORD STUDY ASSESSMENT

+5
14

- | | |
|------------------------------|----------------------------------|
| 1. Kip clip | 2. <u>Frog</u> |
| 3. Clouds clouds | 4. <u>Frog</u> |
| 5. Crab crab | 6. <u>Flute</u> flute |
| 7. Crack crack | 8. <u>Flip</u> flip |
| 9. Crib crib | 10. <u>Frame</u> |
| 11. Crayon crayon | 12. <u>Flashlight</u> flashlight |

SENTENCES

1. We Lick to climb ^{climb} tree to pick Flowers

WORD STUDY ASSESSMENT

Robbie

+5
5

- | | |
|----------------------|-----------------|
| 1. <u>Dad</u> | 2. <u>Drop</u> |
| 3. <u>Just</u> | 4. <u>Drag</u> |
| 5. <u>Drak</u> drank | 6. <u>Jam</u> |
| 7. <u>Drip</u> | 8. <u>Den</u> |
| 9. <u>Junk</u> | 10. <u>Drum</u> |
| 11. <u>Job</u> | 12. <u>Desk</u> |

Completed
one-on-one
w/ me.

SENTENCES

1. I want to JOG wif
My DOG.